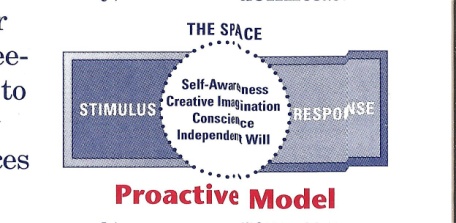


* Governing Values



* Circle of Concern / Circle of Influence
* Key Roles
* Mission Statement
* Long Range Goals



* Short Range Goals
* Plan by the week / Weekly Compass / Big rocks, little rocks
* The Time Matrix: Quadrant II Management
* Sharpen the Saw

1. Be Proactive
2. Begin with the End in Mind

Act

Plan

Discover

1. Put First things First
2. Think Win-Win
3. Seek First to Understand, Then to be Understood
4. Synergize
5. Sharpen the Saw

HABIT 1

1. Think about a situation in your work or personal life that frustrates you and that you tend to respond to reactively. Briefly describe this situation:
2. **Identify some of the “hot buttons” that trigger a reactive response in you.**
3. **Identify the circumstances, mood, or feelings that contribute to your reactive responses.**
4. **List which situations you can directly affect in your circle of influence.**
5. **Identify what situations are only a part of your circle of concern.**
6. **Consider your Circle of Influence at work, at home, and in the community. Identify a specific situation in which you could become a transition figure.**
7. **Explain the steps you will take to become a transition figure in this situation and the results you anticipate.**

HABIT 2:

Developing or Revising Your Personal Mission Statement

1. Identify some areas of your life in which you could benefit from Habit 2: Begin with the End in Mind:

1. **What are the goals that I most want to accomplish?**
2. **What are my major roles?**
3. **What are my Governing Values?**
4. **What is my 5-year, 10-year, and 20-year vision for my life?**
5. **When I daydream, what do I see myself doing?**
6. **If I had unlimited time and resources what would I choose to do?**
7. **When I look at my work life, which activities do I consider of greatest worth?**
8. **When I look at my personal life, which activities do I consider of greatest worth?**
9. **What do I consider to be my most important future contribution to others?**
10. **What talents do I have, whether developed or undeveloped?**
11. **Are there things I feel I really should do even thought I may have been deflecting these desires for various reasons? What are they?**
12. **Who has served as a positive role model for me and has hade a significant impact in my life?**
13. **Why did these people have such a significant impact?**
14. **What qualities do these people possess that I would like to emulate?**
15. **What other qualities of character do I most admire in others?**
16. **What do I want people to say about me after I’m gone?**
17. **When I daydream, what do I see myself doing?**
18. **If I had unlimited time and resources what would I choose to do?**

Mission Statement:

1. I will act in a manner that brings out the best in me and those important to me – especially when it might be most justifiable to act otherwise.
2. I will remember that to truly live, I must climb the mountain today, for tomorrow may be too late. I know that my mountain may seem no more than a hill to others and I will accept that.
3. I will be renewed by my own personal victories and triumphs.
4. I will strive to keep commitments not only to others but to myself as well.
5. I will, for as long as possible, keep my mind and body healthy and strong.
6. In my family, I will build healthy, loving relationships in which we let each other become our best selves.
7. To never react to abuse by passing it on.
8. To be driven by values and beliefs.
9. To treat all people with kindness and respect.
10. To say thanks to LIFE in some way, every day.
11. My goals are to achieve a position of respect and knowledge, to utilize that position to help others, and t o play an active role in a public service organization.
12. Finally, to go through life with a smile on my face and a twinkle in my eye.

Roles:

Role 1: Husband

Clarifying Statement: I love my wife. I value, respect, support, trust and honor her. I don’t abuse / misuse her / take her for granted. I enhance her life by being a good man.

Role 2: Father

Clarifying Statement: I spend time with my “kids” loving and teaching them always remembering they are individuals with their own needs and their own direction.

Role 3: Teacher

Clarifying Statement: I am creative, dependable, progressive, respected, knowledgeable and efficient.

Role 4: “Sharpen the Saw”

Clarifying Statement: I take care of myself physically, emotionally, intellectually, and socially.

Role 5: Artist

Clarifying Statement: I nurture my drive to create (i.e., music, art, technology, etc.)

Role 6: Explorer / Adventurer

Clarifying Statement: I explore new places and take on new challenges, physical and/or emotional.

Goals:

1. I will be financially prepared for my children’s college.
2. I will be financially prepared for my retirement.
3. I will travel to new places.
4. I will take good care of my dogs through training, grooming, playing and exercise.
5. I will obtain a 34 waist and 180 lbs.
6. I will exercise regularly.
7. I will take a cooking class and thus possess a repertoire of recipes that are easy and healthy.
8. I will learn to play “Piano Man” on the piano.
9. I will learn to draw cartoon characters and simple objects with pencil / chalk.
10. I will either contribute financially or donate my time to a charitable/humanitarian organization regularly.
11. I will actively play regularly (i.e., ski, swim, sing).
12. I will do my lesson plans once a week for the next week.
13. I will have sub plans available in my room.
14. I will create units of study that support the curriculum, benchmarks and the varied abilities and interests of my class (including myself).
15. I will create / discover ways to develop relationship with Cheryl.
16. I will spend “quality” time with my children that we enjoy and value.
17. I will spend “quality” time with Cheryl that we both enjoy and value.
18. I will regularly take time to “smell the roses.”
19. I will engage in professional development activities regularly (i.e. keep a current portfolio)
20. Send out birthday cards and anniversary cards.
21. Keep a highlights journal so as to create a year-end letter.
22. Leave stress from work *at* work.
23. Improve my classroom’s environment; relate it to subject matter.
24. Provide a structured plan to enable students to plan for themselves / realize class expectations and accept responsibility for their own learning.
25. Establish a daily schedule providing adequate time for all job requirements (i.e. lesson planning, grading, parent contacts, etc.)
26. Gain knowledge about technology integration into curriculum.
27. Give something back; support others regularly.

My mission is to

explore and experience

opportunities of

discovery, growth and development

to enhance the lives of myself and others.

In other words…

Climb the mountain!

…and once you have tasted flight,

you will walk the earth with your eyes turned skyward,

for there you have been

and there you will long to return…

-- Leonardo da Vinci

My mission is to

explore and experience

opportunities of

discovery, growth and development

to enhance the lives of myself and others.

In other words…

Climb the mountain!

HABIT 2:

Reviewing Your Personal Mission Statement

1. How does my mission statement address all the significant roles in my life?

1. How does my mission statement represent the deepest and best within me?
2. How does my mission statement connect with my inner life?
3. How does my mission statement represent the fulfillment of my own unique gifts?
4. How does my mission statement express my capacity to contribute?
5. How does my mission statement address and integrate the four fundamental human needs and capacities: physical, social/emotional, mental, and spiritual?
6. How does my mission statement inspire me without being influenced by the need to impress others?

The Path

1. Consider the 4 elements: Earth, Water, Wind and Fire. Which am I most like? List 12 characteristics of each. List 12 actions/verbs of what each one does.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Earth | Water | Wind | Fire |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |
| 7. |  |  |  |  |
| 8. |  |  |  |  |
| 9. |  |  |  |  |
| 10. |  |  |  |  |
| 11. |  |  |  |  |
| 12. |  |  |  |  |
|  |  |  |  |  |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |
| 7. |  |  |  |  |
| 8. |  |  |  |  |
| 9. |  |  |  |  |
| 10. |  |  |  |  |
| 11. |  |  |  |  |
| 12. |  |  |  |  |

2. Nothing affects the environment of a child more that the unlived lives of a parent – Carl Jung.

* 1. What are your parents dreams?
  2. How did they affect me?
  3. Imagine all of the significant people during my childhood in a room. How did each affect me?

* 1. Imagine that each offers you a cup of pain/sorrow/concern. What is in each cup? Which are you willing to drink from? Which are you unwilling to drink from? Which did you drink from?
  2. Imagine each gave you a gift. Which did I choose to use? Which didn’t I choose to use?

3.a. What is my USP (Unique Selling Point)?

1. What did I do as a child?
2. Which games/toys did I play (with)?
3. What came easy to me?
4. What did I want to be when I grew up? Am I close? Why or why not?

4. Make a list of no less than 20 talents I have been given. Which have I buried? Who are you blaming for your talents being buried? Which have I multiplied?

|  |  |
| --- | --- |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |
| 11. |  |
| 12. |  |
| 13. |  |
| 14. |  |
| 15. |  |
| 16. |  |
| 17. |  |
| 18. |  |
| 19. |  |
| 20. |  |

1. What most excites you in or about the world? What most angers you in or about the world? How can you use what most excites you to affect or change what most angers you? (at least 10 ways)

|  |  |
| --- | --- |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |

Mission Statement:

3 verbs: Explore, Create, and Educate

3 Principles/Causes:

3 People/Groups: Myself, my family, students

My mission is to explore \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, create \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and educate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to/with/for myself, my family and students.

A vision statement must be written, in present tense and covers a variety of activities and time frames. It includes descriptive details to anchor it to reality.

* 1. Where will I be in 3 years? 5 years? 10 years? 20 years? w/ the status quo?
  2. Who is living the life you most envy? Describe what you think it is like.
  3. Who is doing the kind of work you most wish you could be doing? Describe what their work life must be like.
  4. If you only had 6 months, what would you be doing?
  5. What do you want more of in your relationships? Work?
  6. What do you want less of in your relationships? Work?
  7. Describe in detail your ideal work setting and our ideal work day.
  8. Describe in detail your ideal coworkers.
  9. If money were no object, what would your life be like?
  10. Imagine that you are 10 times bolder. What would you do in your primary love relationship? In your work setting? In your community? In your family? In your place of worship?
  11. Imagine that it is Monday morning 9 am, 3 years from now. Where are you? What are you doing? Who are you seeing? What are you wearing?
  12. It’s now noon on the same day. Who are you going to see? Where are you going for lunch?
  13. It’s now Saturday 6 pm. Where are you? What are you doing? Who are you seeing? What are you wearing?
  14. You are now a very old person walking with a school child who asks you, “What in your life are you most proud of?”
  15. You are about to die. What did you accomplish before you left? As a result of your having lived, 3 things have changed or shifted in the world. What are they?

HABIT 3:

Evaluating the Six-Step Process

1. What worked well?

1. What should be changed?
2. Was accomplishing the goals you identified the best use of your time? Why or why not?
3. What unmet goals should you carry into the coming week?
4. What patterns of success and failure do you see in setting and achieving goals?
5. What keeps getting in the way of accomplishing your goals?

Learning Journal

Use this sheet to record key learnings and action items.

Date:

Principle/Concept:

Capture and expand.

What have been your “aha!” learning in relation to this principle or concept?

Apply.

How have you applied this concept in your daily life?

Share.

Who have you shared this concept with?

What was his or her response to what you taught?

Record in your planner any commitments you make or actions you wish to take.

Weekly Preparation / Evaluation

1. Connect to mission. Link your mind and heart to a worthwhile and principle-centered purpose.

2. Review roles. Reviewing roles will help you achieve balance and a positive Emotional Bank account in relationships.

3. Review daily evaluations: Successes, Learnings and Suggested Improvements.

4. Identify goals. Ask yourself, “What am I going to do within my roles to live my mission and realize my vision? What is the most important thing I can do in this role this week to have the greatest positive impact?”

5. Organize weekly. In order to clarify your perspective and give you a manageable amount of time to plan Quadrant II activities, organize on a weekly basis. Schedule your goals.

6. Exercise integrity in the moment of choice. Ask yourself, “How does my daily planning process reflect exercising integrity in the moment of choice?”

7. Evaluate. Review for lessons learned, revisit the mission, and commit to apply evaluation results.

HABIT 2 & 3: Weekly Evaluation

Sunday, August 23, 2009

Through

Saturday, August 29, 2009

Successes / Learnings:

* 1. fff
  2. fff
  3. fff
  4. fff
  5. fff

Improvements / Suggestions:

* + 1. fff
    2. fff
    3. fff
    4. fff
    5. fff

## Weekly Preparation / Evaluation

1. Connect to mission. Link your mind and heart to a worthwhile and principle-centered purpose.
2. Review roles. Reviewing roles will help you achieve balance and a positive Emotional Bank account in relationships.
3. Review daily evaluations: Successes, Learnings and Suggested Improvements.
4. Identify goals. Ask yourself, “What am I going to do within my roles to live my mission and realize my vision? What is the most important thing I can do in this role this week to have the greatest positive impact?”
5. Organize weekly. In order to clarify your perspective and give you a manageable amount of time to plan Quadrant II activities, organize on a weekly basis. Schedule your goals.
6. Exercise integrity in the moment of choice. Ask yourself, “How does my daily planning process reflect exercising integrity in the moment of choice?”
7. Evaluate. Review for lessons learned, revisit the mission, and commit to apply evaluation results.

HABIT 2 & 3: Daily Evaluation

Tuesday, August 25, 2009

1. What are my successes? Did my actions today support my mission and values, roles and goals?
2. What have I learned?
3. How can I improve?

## Daily Preparation

1. Read daily quote.
2. Read mission statement.
3. Review compass card and goals.
4. Review today’s prescheduled events / appointments.
5. Review Master Task List for specific activities for today’s Daily Task List. Write appropriate activities in the Daily Task List.
6. Update daily schedule from monthly calendar.
7. Review the next few days’ schedules to see what needs to be prepared.
8. Prioritize with A, B and C’s and 1, 2 and 3’s.

## Daily Evaluation

1. Reschedule / delete any incomplete tasks.
2. Record applicable DRE with Independent Records (phone calls and emails, notes, student discipline names, etc.).
3. Schedule follow-up activities / tasks related to DRE.
4. Summarize and Index DRE.
5. Evaluate day with three questions:
6. What are my successes? Did my actions today support my mission and values, roles and goals?
7. What have I learned?
8. How can I improve?